

The Use of Songs and Short Stories to Foster the Listening Skill in Students from Fourth and
Fifth Grade in a Public and Rural School

Camila Sofía Alvear Rivas

Lizeth Sofía Bertel Hernández

Valentina Guzman Espinosa

Universidad Tecnológica de Pereira

Facultad de Bellas Artes y Humanidades

Licenciatura en Bilingüismo con Énfasis en Inglés

Pereira-Colombia 2017

The Use of Songs and Short Stories to Foster the Listening Skill in Students from Fourth and
Fifth Grade in a Public and Rural School

Camila Sofía Alvear Rivas

Lizeth Sofía Bertel Hernández

Valentina Guzman Espinosa

Trabajo de grado presentado como requisito para obtener el título de

Licenciado en Bilingüismo con Énfasis en Inglés

Asesor: Sandro Echeverry Palacio

Universidad Tecnológica de Pereira

Facultad de Bellas Artes y Humanidades

Licenciatura en Bilingüismo con Énfasis en Inglés

Pereira-Colombia 2017

Abstract

The main aim of this project was to foster the listening skill of young learners by implementing songs and short stories supported by visual aids. The participants that were part of this project consisted of 27 students from a fifth and fourth grades of a rural and public school of Pereira, Risaralda. Those students were exposed to listen to songs and short stories illustrated by visual aids. The instruments and tools used to gather the data of this project were journals, observations and students' artifacts, tasks, assignments and worksheets. The results helped practitioners conclude that teaching listening by using visual materials such as realia, pictures and flashcards is useful and beneficial to explain the topics and for students to understand and comprehend easier.

Key words: Listening skill, Visual aids, Songs and Short stories

Resumen

El objetivo principal de este proyecto fue fomentar la habilidad de escucha en jóvenes aprendices mediante la implementación de canciones e historias cortas apoyadas por material visual. Los participantes que formaron parte de este proyecto fueron 27 estudiantes de quinto y cuarto grado de una escuela rural y pública de Pereira, Risaralda. Estos estudiantes estuvieron expuestos a canciones e historias cortas ilustradas por material visual. Los instrumentos y herramientas usados para recolectar los datos de este proyecto fueron diarios, observaciones, tareas y talleres. Los resultados ayudaron a los practicantes a concluir que enseñar a escuchar usando materiales visuales tales como realia e imágenes son útiles y beneficiosos no sólo para explicar temas sino también para que los estudiantes comprendan y entiendan más fácil.

Palabras claves: Habilidad de escucha, material visual, canciones e historias cortas.

Acknowledgements

I would like to thank and to show gratitude to God for his blessings to me. I want to thank my family, specially my parents Lida and Oscar for their persistent support, help and love during this process. I would also like to thank my partners for their responsibility, patience and constant commitment to complete this project. A special thanks goes to our advisor Sandro Echeverry for his encouragement throughout this project, and all the people who were directly or indirectly involved to help me grow professionally and personally.

Camila Sofía Alvear Rivas

I would like to extend my sincere gratefulness to God and all the people who stayed with me in this process. First, I want to thank God because he gave me the strength, patience, ability and wisdom to continue in the career. In spite of the adversities, he was always showing me the path and helping me go ahead. Second, I am thankful and fortunate enough with my family; they were always present with unconditional help and support. I also thank my partners for giving me the opportunity to do this project together. A special thanks to our project guide Sandro Echeverry for his knowledge, help, support and availability.

Lizeth Sofía Bertel Hernández

It is a pleasure for me to achieve my personal and professional goals. First of all, I greatly thank God for the blessings I have received constantly, especially, during my study time at University. My daughter and my mom are the reason why I had the motivation to continue and finish successfully this stage. Secondly, I am strongly grateful to our advisor Sandro Echeverry, for his support, patient, and professional advice. Likewise, I thank to the principal and the

teachers of the Institución Educativa la Palmilla who allowed us to implement our project and received us with a good disposition as well as to the participants who demonstrated interest towards the English classes. Finally but not least, I would like to thank my partners from the classroom project for their constant effort and hard work to finish successfully it.

Valentina Guzman Espinosa

Table of content

Abstract	3
Resumen.....	4
Acknowledgements	5
Introduction	9
Justification	10
Objectives.....	14
Learning objectives.....	14
Teaching objectives	14
Conceptual Framework.....	15
Listening skill.....	15
Listening strategies.....	16
Teaching model	17
Pre-listening.....	17
While-listening.....	18
Post listening.....	18
Visual aids	18
Flashcards.....	19
Pictures.....	19
Realia.....	20
Listening resources.....	20
Songs.....	20
Short stories.....	21
Literature review	22
Methodology	26
Context	26
Setting.....	26
Participants	27
Students.....	27
Practitioners.....	27
Instructional design	28

Design.....	28
Implementation and development.	28
Assessment	30
Resources	30
Reflection stage	31
Students' linguistic outcomes.....	31
Students' responses.....	31
Professional growth.	31
Results.....	32
Learning outcomes	32
Association of visual and aural input for scanning words.....	32
Recognition of specific events and sequences in songs and stories.	33
Students' responses	34
Strengths.	34
Challenges.	35
Professional growth.....	36
Classroom management.....	36
Lesson planning.....	37
Material design and adaptation.....	38
Conclusions.....	40
References.....	44
Appendices.....	49
Appendix A- Lesson plan (Birthday)	49
Appendix B- Observation format 1	53
Appendix C –Photos.....	54
Appendix D – Worksheets	55
Appendix E - Teaching material	57
Appendix F - Consent letters.....	58
Appendix G –Surveys before the implementation	59

Introduction

The teaching of listening is crucial when learning a language. Therefore, the main aim of this project is to foster the listening skill in students from fifth and fourth grades. Practitioners decided to use songs and stories as listening resources supported with visual aids to facilitate learning and to have students motivated and interested within the lessons. In the first chapter of this project, a justification that describes the educational situation in the country is presented. Aligned to this the purpose and objectives of the project are stated.

In the next chapter, the main concepts related to this study are defined under different authors' insights. Then, the studies related to this classroom project are included since they give a general view of similar investigations, populations and results they obtained during their implementations that have contributed to the development of our project.

After this, the methodology of the implementation of this project is explained by considering the context of the participants, the techniques and strategies used for collecting and reporting data. Various methods are taken into account to gather the data collection as follows: teachers' journals, observations, reflections and students' artifacts, which are explained better in the reflection session.

Finally, after the consideration of concepts, studies and the implementation of the methodology, the results and conclusions are presented. The results of this classroom project are categorized into three main categories: linguistic outcomes, students' responses and professional growth. The analysis of the gathered information is based on the data collected along the eight sessions. Likewise, it is important to mention that a final section is included to talk about our insights and conclusions based on the development and implementation of this project.

Justification

At present, English holds a great importance in regards of communication given that it is considered a Lingua Franca. Similarly, the National Research Council (2007) claims that the English language has been a great contribution from Great Britain to the world since it is the language of business, science, and education. That is, the significance of the English language goes beyond communication and includes other important domains in people's lives and development.

In this respect, Kirkpatrick (2007) highlights that there are three models related to the English World which are English as a Native Language (ENL) which refers to the people who speak English as a primary language, English as a Second Language (ESL) which is related to the countries where English is the second official language, and English as a Foreign Language (EFL) which is attributed to countries where English is not usually spoken with frequency on the daily life and only for specific purposes, being Colombia one of them.

Based on the previous, the Ministry of National Education (MEN) in Colombia has been promoting the teaching and learning of the English language through different agreements and associations with foreign companies, as well as with initiatives such as "*Colombia Very Well*", among others. In fact, the department of Risaralda is proposing a training for English teachers to enhance their linguistic competences in English language whose main purpose is to teach the language equitably to all the students in public schools. For that reason, it is necessary that teachers integrate the four skills into the English classes in order to make language learning possible; however, in some schools English teachers do not focus their efforts on the

development of skills like listening due to learners' lack of interest or because this skill is not even included and measured in national evaluations such as ICFES.

In this respect, it is important to highlight that the listening skill holds a great significance as it provides meaningful input for the acquisition of a second language and contributes to the development of the speaking skill. Ahmed (2015) argues that both students and teachers fail when they do not pay enough attention to the listening skill. Also, Hernandez and Vargas (2013) define listening as a system which involves different mental processes starting from the analysis of sounds to recognize grammatical rules. It means that listeners discriminate sounds, understand vocabulary and interpret stress and intonation for the construction and clarification of the meaning; in this way, listening becomes an active and interactional process (Thanajaro, 2000).

Given the above-mentioned, the listening skill is the focus and core of this classroom project. It is imperative to note that one of the challenges when working on listening skills is that a learner may have difficulties when understanding a talk, a lecture or a conversation in a second language owing to the scarce exposure to that language in their context. The cause of those difficulties may be that the speaker speaks very quickly, there is an absence of vocabulary and knowledge of the topic and there is a lack of supporting visual material. In addition, instead of focusing on teaching how to listen, the English teachers usually have the students practicing listening (Hernandez & Vargas, 2013). This means that teachers do not teach listening with a purpose. Furthermore, Ellis (2016) emphasizes that language teachers fail when they talk most of the time in Spanish during the class on the grounds that learners do not have the opportunity to listen to the English language.

Considering the foregoing arguments, teachers should provide comprehensible input, choose the appropriate materials and prepare lessons by taking into consideration the learners' profiles and needs, and consequently, create a pleasant environment in which they can interact and use the language in relation to listening exercises. Keeping that in mind, this project seeks to foster students' listening skills using two main resources; songs and short stories. Songs have the function of providing a wide range of vocabulary and language exposure to learners while stories help learners increase their linguistic and cognitive skills as they make associations between aural and visual input.

This classroom project is developed under the backward approach proposed by Richards (2013), who highlights that this approach is focused on the learning experiences and teaching techniques used by teachers to reach any objective. Besides, this project followed the *pre*, *while* and *post* listening stages proposed by Nunan (2002) who states that listening is the most significant skill in the foreign English classroom. Also, he claims that it is necessary to establish a purpose, to prepare students and to examine the students' functional language when they are exposed to listen to any kind of passage.

This proposal is intended to develop English language listening and communicative skills and measure the impact that this kind of practice has on 4th-5th-graders from a rural community through the use of songs and shorts on a rural area. Additionally, his classroom does not only favors learners receptive skills, but also their productive ones such as pronunciation.

Lastly, as a result of this project there will be contributions to the educational field since it is an updated and not very explored practice, and its innovativeness goes hand in hand with the necessities of a present-day student. It takes into consideration the learners' low performance on

listening, which reinforces the idea of the project and lead students to have improvement of other skills of the language.

Objectives**Learning objectives*****General learning objectives.***

- To grasp the main idea of songs and short stories heard with the support of visual aids.
- To recognize key vocabulary while listening to songs and short stories with the support of visual aids.

Specific learning objectives.

- To associate visual aids with aural input.
- To scan specific previous lexical items in songs and short stories.
- To identify specific events of songs and short stories supported by visual aids.
- To follow the sequence of short stories and songs supported by visual aids.

Teaching objectives***General teaching objectives***

- To report students' listening comprehension skills when they are exposed to songs and short stories supported by visual aids.

Specific teaching objectives

- To monitor students' general understanding of songs and short stories supported by visual aids.
- To determine students' lexical development after the exposure of songs and short stories with visual aids

Conceptual Framework

This classroom project aims at fostering the listening skill to children using songs and short stories. Four main concepts are explained and analyzed in this chapter, which are mainly focused on the listening skill, the teaching model used in the implementation, the use of visual aids and the use of songs and stories as listening resources. Those concepts are related to the present study in order to have an explicit conception about the English teaching language field. First of all, the listening skill definitions and a general overview of how to teach it will be exposed. Afterwards, the teaching model and the types of visual aids such as realia, pictures and flashcards will be defined as well as the use of songs and stories which will be explained in regard to the listening comprehension of the students.

Listening skill

Listening is generally described as a process in which a listener acquires the knowledge throughout the interpretation of messages they hear.

Listening is defined as an active, and interactional, process in which a listener receives speech sounds and tries to attach meaning to the spoken words in an attempt to understand the intended message of a speaker or the oral text so that he/she can respond effectively to oral communication. (Thanajaro, 2000, p.4)

In this way, this is a fundamental skill that promotes the intellectual development and growth of the listener. According to Purdy (1997), listening is perceived as a receptive skill where the human beings can interpret, remember and response to both verbal and nonverbal functions provided by other human beings. The first function is related to those sounds and language used to respond a message. The second one is connected to the facial expressions which comprises gestures, body language and the tone and pitch of the voice. As a result,

throughout the development of the listening skill, foreign learners can express themselves better by using the second language. To illustrate this, Feyten, Spearritt, Wing, Wolvin and Coakley (as cited in Mousavi, 2010) state that listening plays a crucial role in the students' lives since it influences all levels of educational development. In other words, listening is a critical skill in which learners acquire new vocabulary and grammar structure by enhancing their communicative competence.

Listening strategies. There are different strategies that are used to teach listening. This classroom project is basically based on two main strategies which are bottom up and top down explained below.

Bottom up. In the bottom up strategy, the input works as a base to understand the whole message (Richards, 2009). The comprehension process starts with the information that has been acquired, which is divided into different categories such as the combination of sounds, words, texts and sentences once the meaning has arrived. Moreover, according to Henao (2013), bottom up strategies incorporate listening for specific details, recognizing cognates, and recognizing word-order patterns. Learners should know how those processes work based on the purpose of the listening. As Segura (2012) pointed out that in real life students should have the opportunity to listen actively by being exposed to different situations, accents and topics to be used in the real world.

Bottom up processing is a linguistic process which comes first with an analysis of specific details that are crucial to determine the whole meaning of a task or a listening activity. Learners are concentrated on individual words or phrases by putting them together in order to understand and to build up a whole. (Morley, 2007).

Top down. In contrast to the bottom up strategy, in a top down strategy, a reference is made to understand the general meaning of a message which needs background knowledge (Richards, 2009). In this sense, top down goes from meaning to language. Students do not need to be concentrated in specific words or structures; they can understand the message with a general view of it just by means of inference of the context (Segura, 2012). On the other hand, according to Lingzhu (2003), teachers use top-down as a strategy to make students infer the probable theme of the class through their previous cultural knowledge.

Teaching model

When teaching listening by using songs and short stories, a teaching model should be used not only to keep students' attention, motivation and interest, but also to help them put in practice the second language. This classroom project is based on a teaching model proposed by Nunan (2002), which consists of three distinct stages: pre, while and post- listening. This model provides a variety of ideas that teachers can use to expose students listen to songs and short stories

Pre-listening. Keeping students' interest and motivation is crucial when teaching a new language. During a listening comprehension task it is necessary to prepare students before being exposed to listen to any kind of conversation. In the pre-listening stage, the teacher should set the purpose and the topic of the listening exercise, then giving the context and the background is important to make learners speculate on what they will hear. With this in mind, activities to engage students and pre-test questions must be asked with the idea of ensuring a clear purpose before the passage they will be exposed to. Thus, learners will be aware of the information and the type of text they will be listening to.

While-listening. Once students have a general view of the topic, they are engaged and prepared for the next step. It means that they not only have a previous knowledge in their first language, but also already recognize the new topic in the second language. During the while-listening stage, it is important to mention that according to Nunan (2002), listening is splitted in extensive or intensive. The first one, refers to the general questions that teacher makes to have a context, and the second one is related to those comprehension questions made by the teacher after listening to the passage. Based on this, students are involved in both intensive and extensive listening to have some understanding and comprehension about the new particular items taught.

Post listening. On the other hand, following the author's perception, the post- listening is related to the students' final production. This stage is focused on examining the functional language where students are asked to complete exercises that help them reinforce the vocabulary learned. In fact, the post-listening stage ensures if learners have understood the topic they were listening to. Teachers should implement activities that prompt students to use the meaning of the new words. Within this classroom project, different exercises will be carried out to use the new vocabulary learned; for example, filling gaps, checking lists and discussions would be included to practice the language taught.

Visual aids

Visual aids are defined as those kind of representations of a visual instrument that lead learners drawing out the language from their own specific personal experiences (Canning, 1999). Visual aids are also related to those pictures, drawings and slides that teachers use in language learning classes to help learners predict, infer and deduce about the language items they are taught. Also, the use of visual aids can help teachers promote the students' motivation and participation in class as well as learn a particular language Danan (as cited in Dolati and Richards, 2014). In addition, the use of visual aids are useful for teachers to explain better the

language items to students (Rautrao, 2012). Hence, practitioners will use visual aids such as flashcards, pictures, and realia when teaching listening with songs and short stories.

Flashcards. Flashcards are related to those cardboards that consist of simple pictures, words or sentences Baleghizadeh and Ashoori (as cited in Azabdaftari and Mozaheb, 2012). Those flashcards can be used by teachers to explain any subject, for example basic or advanced language training: vocabulary or grammar (Gelfgren, 2012). Teachers can also use flashcards to teach different type of learners with the purpose of facilitating their vocabulary acquisition in EFL settings. As Sinchi and Sinchi (2011) argue that “flashcards are widely used as a learning tool to help the memorization of vocabulary through the association of images with their meanings”. (p. 8). Therefore, teachers can use them as supportive materials for their students since they help learners to recognize, remember and build a strong memory. In addition, Hung (2015) says that flashcards can be incorporated into a wide range of activities to promote the students’ vocabulary learning responses and experiences. For this reason, the use of flashcards is effective to stimulate the students’ comprehension process and to improve their communicative skills when learning a language.

Pictures. Pictures are significant visual aids that promote the students’ imagination and attention during the lessons Hill (as cited in Joklová, 2009). Also, the use of these tools helps teachers to bring some of reality to the class. In the same line of thoughts, Wright (as cited in Joklová, 2009) indicated that these aids are useful in the language teaching given to the fact that they motivate and engage students’ in every lesson. Pictures also have an interesting advantage when teaching; they are available for any group of students regarding their age or level. Hill (1990) named certain advantages of using pictures such as they are inexpensive and free, they are helpful for any kind of activity and they always come in different sizes and design. In this

respect, pictures are effective since they connect and associate the learner's creativity with the knowledge they are acquiring.

Realia. Realia is considered as an interesting teaching tool which can be applied when learning new vocabulary (Paredes, Paredes & Rojas, 2008). Realia is defined as those real objects outside the world that are used in classes for both teaching and learning purposes (Nunan, 1999). Under this point of view, realia is used as a tool for practicing the language and for presenting significant examples that come from the real world. This is important since "realia refers to any real objects we use in the classroom to bring the class to life" (Paredes, Paredes & Rojas, 2008, p. 26). Teachers can integrate realia in their classes to help students associate words with objects when learning a new language (Argawati, 2009). For example, to introduce a the main topic of a lesson, real objects can be incorporated in order to prepare students for the next step, and also to promote the experiential learning in students by making them feel comfortable and motivated along the lessons.

Listening resources

There are two main listening resources that practitioners implemented to foster the students' listening comprehension during the lessons. Teachers can use songs and stories when teaching the listening skill.

Songs. In the language context, songs have been used for many teachers as a resource for listening to promote the language learning. According to Mamun (2014), songs help teachers to provide language input to learners. Under this statement, songs can be also implemented to teach all the skills. However, mostly in the listening activities, songs are good to draw the learners' attention and to make them be more attentive and engaged in any task in comparison with any other materials (Mamun, 2014). Additionally, Rosova (2007) argues that the principal role of songs in class is to bring cultural significance and to drill the pronunciation of those new

words. Hence, songs can provide a wide range of vocabulary and language exposure to learners. Teachers can design different activities to test students by using songs; for example, filling the blanks, multiple choice and short notes questions to check their understanding (Shen, 2009). These activities could make the learning of a new language more memorable and meaningful.

Short stories. As well as with songs, short stories are also useful listening resources to be implemented in ESL/EFL classrooms. Telling short stories not only help students to foster the listening skill, but also speaking and writing skills. Regarding Erkaya (2005), short stories promote the students' motivation and make them be aware of literature, cultural knowledge and higher-order thinking. Moreover, Murdoch (as cited in Erkaya, 2005) affirms that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency". (p. 3). In other words, short stories influence learners positively since stories can engage their thinking, emotions and imagination. Also, short stories help learners make predictions and inferences, identify characters and events and draw conclusions about the literary works (Zahra & Farrah, 2016). Keeping this in mind, short stories can be used in class by incorporating visual aids and enjoyable activities to make learners be more interested and involved during English lessons.

Literature review

In this chapter, some theoretical foundations are taken into account to support the main purpose of this study. There are several studies worldwide related to the teaching of the listening skill; these studies also explain the importance of using songs and short stories as listening resources, and how visual aids can be valuable when teaching English to EFL learners. Moreover, some information regarding the methodology, findings, and participants of the studies will be presented. The studies used in this chapter are based on the contributions of Khuziakhmetov and Porchesku (2016), Coley and Gomez (2014), Porras (2010), and Dolati (2010).

The first study conducted by Khuziakhmetov and Porchesku (2016), whose name is *Teaching Listening Comprehension: Bottom-Up Approach*, focuses on determining the structural features and linguistic units for English language teaching, specially, listening skills training. Throughout this study, the authors mentioned that when listening, learners can improve their linguistic, pragmatic and prior (experiential) knowledge which help learners interpret the meaning between the stream sounds with the connected speech.

In this respect, this study was implemented with two groups of pre-intermediate learners from Russia where they were exposed to be part of a training experiment. The training experiment consisted of teaching English through by implementing lessons based on bottom- up mechanisms of speech perception supported with textbooks and listening tasks. The exercises that teachers designed contained only separate words and separate sentences to help learner comprehend easier the passage they were listening to.

Based on this, Khuziakhmetov and Porchesku (2016) express that after the execution of this project, learners demonstrated to have a higher confidence and perception when developing

listening tasks. This study leads language teachers to know that listening is the most important component to develop the oral speech communication which helps learners have a general knowledge of the world including both semantic and pragmatic knowledge.

In the international EFL context, studies related to teaching listening with songs have been found in Europe, most exactly in Spain. Coley and Gómez (2014) developed a study called *Using Songs to enhance L2 vocabulary acquisition in preschool children*, which was focused on vocabulary acquisition in preschool learners through different contextualized activities to teach English by using songs in a semi-private school with 25 children from 5 and 5 years old.

Throughout this study, researchers exposed students into three 30 minute English lessons by selecting well known songs with a repetitive structure to promote the development of children's receptive vocabulary knowledge. The classes were supported with pictures to represent the target language required to contextualize learners within the songs. The findings given by the researchers were made through descriptive statistics and two kind of test denominated Friedman and Wilcoxon signed-rank in order to analyze the students' productive and receptive skills. In this way, the results of this study showed that learners were able to produce the target words from the song input and follow-up activities after being exposed to the listening exercises.

This study allows language teachers not only to be aware of the advantages of using songs to foster the language acquisition, but also to know about the different ways they can be implemented in the English classes. This study also permits to know how songs can be a valuable resource that enables children to identify and to retain some of the second language vocabulary notably even if there is a limited exposure to L2 input.

In terms of using short stories as listening resource, a study was conducted by Porras (2010), which is called *Teaching English through Stories: A Meaningful and Fun Way for*

Children to Learn the Language. The main purpose of this study was to implement children's stories to teach English to young learners from a Colombian public institution in Bucaramanga. The author shows the effectiveness of using stories with EFL learners since he considers that stories are practical for teaching in context and for developing learners' cognitive and language skills, especially, the listening skill.

This study was conducted with students from first, second and third grades, who were exposed to listen to different stories created by the student teachers. The stories were created by taking into consideration the characters selected by the children such as cartoons and fairy tale characters to make the classes more interesting and meaningful. After the implementation of the project, the results were positive given the fact that learners were motivated to participate, and were able to infer, predict and ask questions by demonstrating their understanding of the stories and their language learning.

Bearing this in mind, the author concludes that if teachers design their classes by considering the students' likes and interests, they can make classes more realistic and meaningful. This study is aligned with the purpose of this project in view of the fact that it permits practitioners to reflect that stories are an ideal resource to be used in language teaching to create a memorable learning environment.

This fourth study implemented by Dolati (2010), whose name is *Harnessing the Use of Visual Learning Aids in the English Language Classroom*, aims at exploring the use of visual aids in language learning. In this specific study, Dolati (2010) highlighted the importance of implementing visual materials in language classroom that can be favorable for both teachers and students. This study was carried out with different language teachers which were exposed to

distinct forms of teaching by using visual materials; they were also asked to take interviews before and after the implementation of the project.

To carry out the language classes, different types of visual aids such as pictures, charts, maps, and diagrams were incorporated in order to assist the language function to be taught. The classes were also designed by integrating distinct ways of presenting vocabulary supported with visual materials with the purpose of providing other kinds of animation to provide a focus for learning activities. After the execution of the project, the author concluded that if teachers use visual materials by giving good and meaningful examples, learners can be strongly motivated and involved within the lessons. This study allows teachers to comprehend the role that visual aids have in the classroom to encourage learners to associate a verbal item with a visual item for the learning of the new words.

To conclude, the studies included in this chapter provide wider information to the main purpose of this classroom project, which contributes in the development and the implementation of it. They highlighted the impact of implementing visual aids as supportive material to teach a new language appropriately. Additional to this, the use of songs and short stories as listening resources in classrooms enable students to develop productive and receptive skills. Besides, some of the studies address the same kind of population that this project is focused on. Finally, part of these studies are aligned with this type of project due to the fact that they supply useful ideas to find the appropriate strategies for creating better lessons and to improve the teaching practices to help students acquire the language when the activities are interesting to them, and also to make students become successful in their language learning process.

Methodology

During this chapter you will be informed about the methodology that was implemented along this project. The principal concepts to be addressed are the context, the settings, the participants involved in the project, instructional design, resources, and reflection stage.

Context

This project was carried out in a public and rural school in La Vereda la Estrella located Alcalá Risaralda (Colombia) which is called Institución Educativa la Palmilla. This school offers secondary and primary studies; the secondary is in the main branch while the primary is given in three distinct branches. This is an institution whose population belongs to a lower stratum, and its schedule is from 6:45am to 2:45pm, since this school follows the new modality of “jornada unica”. This institution has 3 teachers per each primary branch, 22 teachers in the main branch, and an average of 405 of students. At last, it counts with a PEI which is modified constantly, a Manual de Convivencia and a web page which is being constructed at the moment, but this primary school is not oriented by the basic standards of competence in a foreign language.

Setting

All the teachers who work at the school have a degree in pedagogy; some of them are studying a specialization in education at the moment. The 9 primary teachers, who labor at the branches of the school, are in charge of two groups by teaching all subjects, including English 2 hours per week. On the other hand, there are 22 teachers at the principal branch including one English teacher. Besides, each branch of the school has several physical resources such as a restaurant, a football and a basketball court, a computer room, library, video beam, televisions and stereos.

Participants

Throughout this section, the participants involved will be described. Those participants were the students and practitioners. Based on this, the students' academic background and teachers' roles in this implementation will be explained.

Students. This project was implemented with 27 students from fourth and fifth grades from the Buenos Aires branch located in El Contento. Those 27 students consisted of 9 girls and 18 boys, all of them native Spanish speakers; their ages varied from 10 to 13 years old. These learners are normally exposed to English two hours per week; that is why they have a low English proficiency level. Regarding the English proficiency, these students were supposed to have an A2.1 level based on Estándares Básicos de Competencias en Lenguas Extranjeras, but their English level just achieved the A1, approximately, because of their lack of linguistic competences development. Nevertheless, it is worth to highlight that there have not been any disciplinary issues with these students.

Practitioners. The pre-service teachers in charge were in ninth semester from the language teaching program at Universidad Tecnológica de Pereira. Before the implementation of the project, the pre-service teachers carried out one observation of the English classes to do a diagnosis of the learning and teaching process. Then, the three pre-service English teachers designed together the lessons by taking into consideration the Estándares Básicos de Competencia en Lengua Extranjera, and the adaptation of the appropriate visual aids. After that, seven classes were conducted by following the next order: each practitioner was in charge of teaching two classes while the others took notes, observed and collected the data and evidence required along each lesson. Each class lasted about two hours per week, during 6 weeks approximately.

Instructional design

Along this part, the design, the development and implementation will be mentioned. The features and functions of the teaching approach and model will be addressed, and also how the practitioners implemented and developed the English lessons based on the material and the approach to be used will be explained.

Design. The main aim of this classroom project was to foster the students' listening comprehension by using songs and short stories supported by visual aids. To accomplish this objective, practitioners designed their listening classes by following the backward approach proposed by Richards (2013) who argues that "Backward design starts with a careful statement of the desired results or outcomes: appropriate teaching activities and content are derived from the results of learning".

Having mentioned this, in this project, practitioners conducted a needs analysis before the implementation to determine the students' learning outcomes which helped pre- service English teachers to select the appropriate material, content and topics to design each lesson. Moreover, practitioners carried out eight lessons which were based on the pre, while and post listening stages proposed by Nunan (2002), where students were engaged with the use of visual aids to be prepared for the listening activities and to practice the language taught.

Implementation and development. This classroom project is focused on teaching listening through the use of visual aids to young learners from fourth and fifth grades. The practitioners planned their English lessons by using the model proposed by Nunan (2002), which helped expose learners to comprehensible input to be prepared to listen to songs and short stories, and to enhance their motivation to learn by promoting their listening skill in the classroom.

In pre-listening stage, practitioners used flashcards, pictures and realia as supporting material to introduce the main topic of the lesson and to contextualize students to be prepared for

the next stage of the class. The purpose of this stage was to arise learners' motivation and interest towards the lesson. Then, in the while-listening stage, whose main focus was the construction of the language, the pre-service teachers exposed learners to listen to short stories or songs having visual aids as the material to illustrate them. The main aim was to make learners get focused on some specific words or phrases to complete the required activities for the next stage. At last, in the post listening stage, in order to make learners put in practice the language taught, teachers implemented activities that encouraged students to complete filling gaps, checking lists, discussions, guessing and drawing games. The previous activities were proposed to make learners work autonomously with few help from the teachers. Finally, a reflective part was conducted where learners were asked to respond to different questions regarding the lessons with the purpose of evaluating and analyzing their performance towards the lesson.

Having explained the model that teachers followed for the lessons, it is mainly important to present how they carried out each class. In the first class, practitioners implemented realia to introduce the topic of a birthday celebration. After that, learners listened and watched to a story called the monster shopping trip, then learners were asked to complete a worksheet to recognize if they understood the story. In the second class, pre-service teachers implemented a song called: we wish you a merry Christmas, and a story called my favorite day related to the Christmas celebration, in which they used flashcards in order to introduce the vocabulary. In the third class, practitioners adapted a song related to the weather, in which they contextualized learners with the vocabulary by using flashcards and different kind of clothing. In the four class, practitioners brought a story about animals called three little pigs by using flashcards with the animals' sounds. In the fifth class, the pre-service teachers worked with a song related to the farm animals called Old McDonald had a farm by incorporating games such as mimic and guessing. In

the sixth class, the practitioners dealt with a story called the very hungry caterpillar engaging them with some flashcards and pictures about food. In the other two sessions, teachers made observations and applied a final exam based on the topics studied during the implementation of this project.

Assessment

In this chapter, the assessment is defined as a systematic process to gather and to make inference of the students' ability and the achievement of a teaching course; for instance, the teachers can compile data through observations, surveys, tests, interviews, and questionnaires (Richards & Schmidt, 2010). Therefore, the assessment procedure will be explained based on students' linguistic outcomes taking into consideration the summative and formative assessment to demonstrate the impact of implementing short stories and songs to improve listening skill in students.

First, summative assessment was included due to the fact that pre-service teachers evaluated students using a scale raising from 0, being the lowest grade, and 5, being the highest grade, in order to see the student's abilities, works and progress. Second, formative assessment was implemented developing different tasks that were as follows: quizzes, games and discussions based on the student's oral comprehension which was useful for pre-service teachers to assess students and observe their learning process. Finally, learners were assessed considering the topics which the teacher explained during the class. In this way, the assessment was carried out at the end of the implementation to analyze if teachers and students got the results that teachers expected.

Resources

In the implementation of this classroom project, practitioners used visual aids such as pictures, flashcards and realia which worked as supporting material when addressing listening.

Also, the use of digital media such as video beam, computer and speakers were favorable for the execution of this project.

Reflection stage

In this specific project, instruments and tools such as students' artifacts, observations and journals were used to collect the data for reflecting about students' linguistic outcomes, students' responses and professional growth.

Students' linguistic outcomes. To analyze the students' linguistic outcomes, practitioners used students' artifacts which were collected throughout each lesson. These instruments allowed learners to represent their understanding of the content which were being covered along the lessons (Hao & Chi-Yin, 2010). Therefore, all the students' worksheets, written tasks and assignments that learners developed were collected by pre-service teachers.

Students' responses. In order to reflect on students' responses, practitioners conducted an observation process. According to Tashakkori and Teddlie (2003), observations help researchers examine the participants' behavior and performance as natural as possible without any intervention. In other words, it is an analysis based on a systematic collection of data of a teaching or learning event. Based on this, the practitioners adapted an observation format which was useful to recognize the students' reactions, attitudes and motivation towards the application of the project.

Professional growth. To reflect about the development of the project, teachers wrote learning journals after each class. Regarding to Johnson, 2012, a journal is a diary where researchers can report observations and thoughts related to the lesson development, and also is organized chronologically. Taking into consideration this, practitioners observed and collected the relevant information of each class to have a general view of what went well and what did not go that well.

Results

This section aims at presenting the results gathered after the implementation of this classroom project. The data from the instruments were organized and analyzed, which we set into three groups based on the specific learning and teaching objectives. Subsequently, three findings emerged that are explained below as following: learning outcomes, student's responses and professional growth.

Learning outcomes

Association of visual and aural input for scanning words. The use of visual aids helped students identify specific vocabulary when they developed different activities while listening to songs. For example, students completed successfully a filling gaps activity when they watched different images; they had to follow the lyrics of the song by placing the words in the corresponding line spaces. Besides, it could be evidenced that students were able to recognize words in English after the use of flashcards; the teacher pointed out each of them and asked *what is this?*, and most of the students answered: *a tree, a card and a present*. Based on this, the objectives related to scanning specific words were achieved given the fact that students recognized and associated vocabulary in English thanks to the relationship between images with the aural input. This result agrees with Crookall and Oxford (1990) in that both visual imagery and aural material are useful for vocabulary learning since they help learners acquire more information efficiently throughout the association between pictures, sounds and words.

As well as with songs, students demonstrated that they were able to scan specific words in stories supported by visual aids. Accordingly, Herron, Hanley and Cole (as cited in Ramirez, 2012) state that using visual aids facilitate significantly the students' listening comprehension by helping them be focused and attentive. Students could identify determined words that were

mentioned in the stories when being exposed to flashcards. For instance, students completed correctly a matching activity, in which they joined the images with their corresponding names while listening to a story related to a birthday celebration. The teacher collected the worksheets and asked *what is this?* pointing out to one of the objects; one student answered: *a tie*. Similarly, it was evidenced how students could make connections between the oral and visual input through visual aids; students were asked to tick some items based on a story they heard. The teacher collected the worksheets and asked *which presents did the monsters give to Henry?*, and one student answered correctly: *a cake, computer games*. Based on this, it could be determined that the objectives regarding to scanning specific words in stories were accomplished since students were able point out to the new words by making connections between aural and visual input.

Recognition of specific events and sequences in songs and stories. Students were able to identify specific situations in songs always supported by visual aids. Aligned with this, Mamum (2014) mentions that if the information is presented with visual materials, learners can increase their ability of comprehension when performing any listening exercise. In terms of songs, connections between aural and visual input were made to recall some parts of the songs. As an instance, after listening to a song about the weather, students recognized what the weather was like as the teacher asked them *how is the weather here?* while pointing out to the video, and one of the students answered: *sunny, teacher*. Likewise, students could follow the sequence of songs when completing some listening activities by using visual aids. By a way of illustration, students were asked to complete a handout activity in which they had to organize the characters of an animal's song while the song was being played. Taking this into consideration, this result evidences that the objectives of recognizing events and sequences in both stories and songs were

achieved since it is noticed how learners used images as a tool for raising their interest and attention throughout the lessons. This can be supported by Shin (2006) who points out that one way of making the learning effective is involving students in lessons with visuals given the fact that they introduce students to the context of songs as well as to relevant vocabulary items.

Bearing in mind what was said before, visual aids were implemented in class as supportive materials to help students follow events and sequences of stories. They were used as attention getters since pictures, realia and flashcards were presented to have students concentrated and comprehend the listening exercises. In one of the classes, students answered correctly to oral questions based on specific parts of the story. Learners were shown some pictures related to food while listening to a short story called “*the very hungry caterpillar*”. Once the story was finished, the teacher started to ask by pointing out to one of the scenes: *do you remember what happened here?* and one student said using the first language: *en esa parte la oruga se convierte en mariposa*. Similarly, it was evidenced how students were able to describe orally the sequence of the same story; to represent this, the teacher asked: *what did the caterpillar eat on Monday?* and most of the students answered simultaneously: *an apple*. These students’ results helped teachers determine that the objectives regarding to identify events and sequences of stories were achieved given the fact that students understood and expressed orally their comprehension of the story, and also helped practitioners to know how important the role of visual aids when implementing any listening activity is.

Students’ responses

Strengths.

Students’ motivation and participation. Both teachers and students had an active role along the lessons. Students showed motivation by being attentive and concentrated when participating actively due to the type of input. The pre-service teachers were continuously engaging the

students during the implementation of some activities. In different classes, in the pre and while listening stage, the teachers started to practice with students by asking questions, carrying out games and using distinct type of material which had positive effects to get students familiar with the listening activities. In one of the classes, the teacher presented flashcards that illustrated the story which learners were listening to; the teacher asked *what is the story about?* while pointing out the scenes, most of the students raised immediately their hands to participate by giving accurate responses. For instance, they answered *la historia se trata de un gusano que comió mucho y al final se enfermó*. It could be evidenced that students were motivated due to their willingness to participate during every activity. To sustain this, Bernard (2010) mentions that the type of materials and activities can enhance the students' motivation to learn a new language by strengthening them to be more competent and to have more interest in and enjoyment during the classes.

Students also showed motivation when they had the opportunity to put in practice what they studied in class. For instance, in one class in the post-listening stage, students were asked to develop an activity in which they had to draw the order of specific events of a story they heard. These type of activities are useful for learners given the fact that they reinforce the learner's vocabulary and promote student's motivation to succeed in language learning (Azri & Rashdi, 2014). This was determined as strength since the use of materials and activities fostered the students' motivation along the implementation.

Challenges.

Language forms affected students' motivation. The speed and complex language forms affected students' motivation. When listening to the stories, one particular difficulty that students faced was the native speaker speed since students did not understand the stories or songs

they heard. Norfleet (2017) expresses that students can have difficulties for learning a language through listening activities if the speaker uses a fast rate of speech. For instance, in one class, students listened to a story called *The Three little pigs* told by a native speaker; they did not comprehend what the speaker said, and most of the students mentioned *la historia va muy rápido profe y no entendemos bien*. The teacher decided to tell the story with a slow speed by using visual aids and pointing out the key vocabulary. Even though it was noticed that some students could understand the story, some of them asked to listen to it because they were confused and unmotivated. Bearing this in mind, those aspects were considered as challenge given the fact that they interfered in their motivation and interest to when they were performing a listening activity.

Professional growth

Having mentioned the students' results with their capabilities, it is mainly important to highlight that this project allowed us to enhance our professional development by considering three important aspects that are explained below as following: classroom management, lesson planning, material design and adaptation.

Classroom management.

Students' behavior and giving instructions. Students' behavior affected the achievement of goals in some of the lessons. Regarding Fullerton and Guardino (2010), students' misbehavior can interfere in the classroom management since those actions provoke distractions to the classes. With this in mind, during this implementation, practitioners came to the idea that in some stages of the classes it was difficult to keep students' concentration and to have control given the fact that they were either noisy or distracted. For example, in one class, teachers should stop the class several times due to some behavior problems; they had to use the first language to ask students to respect and to be in silence for continuing with the lesson. On the

other hand, the way we gave instructions to students was also another issue that affected the pacing of the class since those instructions were misunderstood or incomprehensible to our students. According to Sowell (2017), a lesson can be affected if learners do not understand what they are asked to do. As an instance, there were some classes in which students were confused when they were working on specific activities inasmuch as they had a vague notion of what they were supposed to do. Bearing this in mind, both giving instructions and students' behavior are considered as challenges for practitioners since they have a direct effect on the students' learning; that is the reason why the preservice teachers had to look for strategies such as chants, grouping and total physical response activities that help students carry out the activities appropriately.

Lesson planning

Strengths. The implementation of this project required a meticulous preparation of procedures for a successful lesson plan. As argued by Jensen (2005), a lesson plan is an important tool that teachers use in classes, which works as a historical document and a combination guide of resources. It can be viewed as a map that helps teachers on what to do in order to guide and to conduct the students' language learning; in this way practitioners prepared each lesson plan with a logical sequence which contained the preparation of a certain topic step by step. Since the listening was the main skill to be fostered in this project, the procedures in the lesson plan had to follow a smooth sequence based on pre, while and post listening stages proposed by Nunan (2002), which aims at preparing students to develop any kind of listening activity. The lessons were usually carried out by following the stages previously mentioned; in the pre-listening stage, teachers engaged students by presenting the main topic of the class implementing activities such as matching, games and examples supported by visual aids. In the

while-listening stage, practitioners exposed learners to listening to songs or stories by illustrating them with the use of flashcards, pictures or realia. These procedures helped students to be prepared for more challenging activities; for example, activities in which they activated the previous knowledge when answering to the what, the who, the when or the where of some specific items of the passages they heard. Therefore, lesson planning is considered as a strength since practitioners grew professionally while working on keeping logical sequences in lesson plans.

Challenges. Practitioners faced problems during the post-listening stage. The post-listening stage was the students' final production, which was usually filling gaps, group-work, and drawing activities where students demonstrated all the acquired language in the lessons. In this stage, practitioners explained step by step what students should do during each final exercise; however, some of the learners made something different since they did not follow instructions or did not like the activities. This situation provoked disorder in the classes given the fact that learners started to talk between them, turning the class noisy. As stated by Brown (2004), teachers should improve their teaching practice by asking to oneself relevant questions to anticipate possible solutions putting them into practice in the classroom. Taking into consideration this, this was challenging for preservice teachers since they had to modify their lesson planning in order to include activities based on students' interests and necessities for improving their teaching practice.

Material design and adaptation.

Strengths. Material design and adaptation played an important role during this classroom project. It is significant to highlight that the aural and visual material impacted students positively in view of the fact that they had never been exposed to them before. Students were

taught with traditional methodologies such as grammar translation and memorization. Regarding to Gilakjani (2012), if teachers do not present interesting materials, pupils will not learn and will lose the focus of the lesson. In this way, the practitioners carried out an extensive search in order to obtain creative visual material for students that could foster their attention along the lessons. For instance, in the first class, realia was used to introduce the general information of a story related to a birthday celebration. Also, when learners listened to both stories and songs illustrated with visual material, they were excited and surprised. This is a strength for practitioners since this type of material helped them to maintain students concentrated, engaged and attentive during every lesson.

Challenges. Throughout the process of implementation, several factors had to be taken into consideration before bringing the appropriate materials to class. Finding aural material for learners with a basic English proficiency level was a challenging process given the fact that there were songs and stories that did not fit the necessities and interests of students; that is the reason why it took a lot of time to select the correct materials. Besides, another challenging part was the making decision to select authentic or non-authentic materials since both can facilitate the students learning in a distinct form, so practitioners decided to implement authentic materials as stated by Azri and Rashdi (2014), who explain that the use of authentic materials with language learners lead them to practice the language in the real world. In this way, the practitioners used websites to have the adequate songs and stories that were available to be downloaded. After a meticulous search on the web, practitioners could find interesting material that could fit most of the topics to be covered in the lessons, and also were appropriate regarding students' necessities.

Conclusions

The use of visual aids was as a helpful tool during the implementation of this project when teaching listening. Along the execution of this project, it could be proved how visual aids played an important role since they supported the explanations given by the teachers to facilitate the learners' understanding in relation to songs and short stories when they were exposed to listen to them. It was concluded that realia is useful to present significant and meaningful examples. Also, pictures can be used to make learners acquire vocabulary more effectively given the fact that they prompt students to practice the language taught. Flashcards, on the other hand, can be used for a variety of purposes; for example, they help learners improve comprehension, lexicon and word recognition. Based on this, visual aids are supportive materials that teachers may use to draw students' attention, to make predictions and to foster the students' motivation and interest towards the class.

One of the benefits of teaching listening with visual aids is that learners can associate aural and visual input for scanning words. When the teacher exposed learners to flashcards, pictures or realia while listening to songs or short stories, they could associate what they could perceive from those aids with the aural input. For example, when the teacher asked some comprehension questions by pointing out specific aids, most of the students answered using the expected word or action. It could be evidenced how students recognized and associated words in English based on the input they were being exposed to. This is aligned with the argument proposed by Canning (1999), who states that using visual aids in language classes is beneficial for making learners predict, infer, and deduce about the language functions they are taught during the lessons. Similarly, it could be observed how students could recognize specific events and sequences in

songs and short stories by using visual aids as supportive material. Visual aids helped students make connections between aural and visual input while identifying the sequence and events of both songs and short stories. Flashcards, realia and pictures; for instance, demonstrated to be a good source for students to complete each listening exercise such as sequencing worksheets and drawing activities where they expressed written and orally what they understood and comprehended about short stories and songs. Bearing in mind what was said before, practitioners suggest that to implement these kind of activities with the support of visual aids, teachers should take into account students' English proficiency level and interests to make them have the possibility to acquire the language successfully by facilitating their comprehension.

Another benefit of teaching listening with visual aids is that they promote an active students' participation and motivation along the lessons. Some of the strategies were using distinct type of material, elicitation, drilling and repetition. Practitioners were constantly engaging students when developing any type of activity, teachers were also asking questions to check the students' understanding and providing meaningful examples to involve students. As an instance, in the pre- and while listening stages students were exposed to games and activities that made them interact and participate more with their partners and teachers. This can be aligned with Bernard (2010), who points out that depending on the type of materials and strategies that teachers use in classes, the students tend to be more competent and interested in the class. Conversely, learners faced some difficulties due to the complex language forms that appeared in both songs and short stories. There were some songs and stories in which the speaker used a fast rate of speech that made learners be confused given the fact that they did not comprehend what the speaker said; as a result, teachers had to make decisions to start telling the stories with a slow speed to facilitate the students' understanding and comprehension whiting

songs and short stories. With this in mind, as a general recommendation, teachers should always encourage students to do their best during the lessons by providing significant examples to keep them interested and motivated. Also, if teachers are teaching listening with songs or short stories, they should use different techniques and materials to help students improve their receptive skills.

On the other hand, the implementation of this project allowed teachers to strengthen their professional growth. We confirmed that it is important to give the appropriate instructions and to apply good classroom management techniques in order to avoid disruptive behavior that can interfere in the students' learning process. As Fullerton and Guardino (2010) state, disruptive behavior can affect the pacing of the class by provoking distractions. Teachers started to use chants, grouping and total physical response activities to have the control of the class and to use body language and modelling as the main strategies to give appropriate instructions. Likewise, lesson planning was an aspect which we as practitioners could improve since it was necessary to create each lesson plan step by step by incorporating the adequate content and materials which were aligned with the topics and the intention of the lesson. Besides, the visual materials chosen to be used in this kind of project, impacted students positively given the fact that the material was interesting and creative. However, finding the correct aural material was a difficult process in view of the fact that most the materials could not fit the topic to be covered in the class and the students' needs. Bearing in mind what was said, for further implementations, there must be coherence between the lesson planning and the content to be adapted in the class to obtain better students' responses in regards with the purpose of the study that is being implemented.

To sum up, the implementation of this project permitted us to conclude that using visual materials to support the teaching of listening to English language primary learners is a

worthwhile tool since it gives students the possibility to have contextualized use of the language. Besides, we could have experience in the teaching field inasmuch as we had to plan our classes by taking into consideration the students' needs and interests that come from a rural area which had not been exposed to English before. Additionally, we explored the use of strategies such as pre-while- and post- listening not only to prepare students for the listening activities, but also to facilitate them the improvement of a skill which is not usually taught. It is also important to mention that the use of visual aids not only helped contextualize students within the lessons, but also exposed them to other kind of activities that made them put in practice the language by keeping them motivated and interested. This experience was favourable for us in view of the fact that it let us know new strategies, techniques and teaching models that can be used in further experiences.

References

- Ahmed, M. (2015). *Evaluation of Listening Skill of ELT Textbook at Secondary School Level*. 6 (3).
- Al Azri, R. & Al-Rashdi, M. (2014). *The Effect Of Using Authentic Materials In Teaching*.
- Argawati, N. (2009). *The Effectiveness of Using REALIA in Teaching English Vocabulary to the 3rd Grade of Elementary School Student in SD Bentakan I Baki Sukoharjo*. University Sebelas Maret.
- Azabdaftari, Band. & Mozaheb, MA. (2012). *Comparing Vocabulary Learning of EFL Learners by Using Two Different Strategies: Mobile Learning vs. Flashcards*.
- Bernard, J. (2010). *Motivation in Foreign Language Learning: The Relationship between Classroom Activities, Motivation, and Outcomes in a University Language-Learning Environment*.
- Brown, D. (2004). *Teaching by Principles: an interactive approach to language pedagogy*. White Plains: Longman.
- Canning, C. (1999). *Using Pictures in EFL and ESL Classrooms*.
- Coyle, Y., & Gracia, R. G. (2014). *Using songs to enhance L2 vocabulary acquisition in preschool children*. ELT Journal, 68(3), 276-285.
- Dolati, R. & Richards, C. (2014). *Harnessing the Use of Visual Learning Aids in the English Language Classroom*. 2 (1), 3-17.
- Dolati, R., & Richards, C. (2011). *Harnessing the use of visual learning aids in the English language classroom*. Arab World English Journal, 2(1), 3-17.
- Ellis, R. (2016). Universia Colombia. *Aprender inglés: Consejos de un experto en enseñanza de idiomas*. Retrieved from:

<http://noticias.universia.net.co/educacion/noticia/2016/05/09/1139170/aprender-ingles-consejos-experto-ensenanza-idiomas.html>

Erkaya, O. (2005). *Benefits of Using Short Stories in the EFL Context*. Asian EFL Journal. Vol 8.

Fullerton, E. & Guardino, C. (2010). *Changing Behaviours By Changing the Classroom Environment*.

Gelfgren, V. (2012). *Fun with Flashcards*. 150+ Ideas for Using Flashcards in the Classroom.

Gilakjani, A. (2012). *Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching*. Journal of Studies in Education. 2(1).

Hao, H. & Chi-Yin, S. (2010) *HandBook of Research on Practice and Outcomes in E-Learning: Issues and Trends*. United States of America. Information Science Reference.

Henao, C. (2013). *The Inclusion of Bottom up and Top down Strategies in Listening Comprehension Tasks for Second Semester Students from an English Licenciatura Programa*.

Hernandez-Ocampo, S. P., & Vargas, M. C. (2013). *Encouraging Students to Enhance Their Listening Performance*. PROFILE Issues in Teachers' Professional Development, 15(2), 199-214.

Hung, H. (2015). *Intentional Vocabulary Learning Using Digital Flashcards*. 8 (10).

Jensen, L.(2005). *Planning lessons*. In M. Celce (Ed.), *Teaching English as a Second Language or Foreign language* (3rd Ed.). Boston: Heinle ELT.

Johnson, A. (2012) *Action Research: Method of Collecting Data*. Ed. 4th. Mankato: Pearson Education

Joklová, K. (2009). *Using pictures in teaching vocabulary*. Masaryk University.

- Khuziakhmetov, A., & Porchesku, G. (2016). *Teaching Listening Comprehension: Bottom-Up Approach*. International Journal of Environmental & Science Education. 11 (8).
- Kirkpatrick, A. (2007). *World Englishes: Implications for International communication and ELT*. Models of World Englishes. Cambridge University Press. (3), 27-37.
- Lingzhu, J. (2003). *Listening Activities for Effective Top-down Processing*.
- Macwan, H. J. (2015). *Using visual aids as authentic material in esl classrooms*. Research Journal of English Language and Literature (RJELAL), 3(1), 91-96. Retrieved from <https://www.rjelal.com/3.1.15/HIRAL%20JOSEPH%20MACWAN%2091-96.pdf>
- Mamum, MAA. (2014). *Effectiveness of Audio-visual Aids in Language Teaching in Tertiary Level*.
- Meskill, C. (1996). *Listening Skills Development Through Multimedia*. Jl. of Educational Multimedia and Hypermedia. 5(2), 179-201.
- Morley, C. (2007). *Listening: Top down and bottom up*. Retrieved September 25th, 2007, from <http://www.teachingenglish.org.uk/think/articles/listening-top-down-bottom>.
- Mousavi, S. (2010). *The Effect Authentic and Non-Authentic Aural Materials on Listening Comprehension Enhancement*.
- National Research Council. (2007). *International education and foreign languages: Keys to securing America's future*. Committee to Review the Title IV and Fulbright-Hays International Education Programs, O'Connell, M. E., & Norwood, J. L. Norwood, Eds. Center for Education, Division of Behavioral Sciences and Education. Washington, DC: The National Academies Press.
- Norfleet, M. (2017). *Factors That Affect Listening Comprehension*.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston, Heinle and Heinle.

- Nunan, D. (2002). *Listening in Language Learning and The Changing Face of Listening*.
- Oxford, R. & Crookall, D. (1990). *Vocabulary Learning: A Critical Analysis of Techniques*.
- Paredes, A., Paredes, M., & Rojas, J. (2008). *Realia and Vocabulary learning among young learners*. Universidad de Magallanes.
- Porras, N. (2010). *Teaching English through stories: A meaningful and fun way for children to learn the language*. PROFILE Issues in Teachers' Professional Development, 12(1), 95-106.
- Purdy, M. (1997). What is listening. *Listening in everyday life: A personal and professional approach*. 2, 1-20.
- Ramirez, M. (2012). *Usage of Multimedia Visual Aids in the English Language Classroom: A Case Study at Margarita Salas Secondary School (Majadahonda)*.
- Rautrao, S. (2012). *Significance of audio-visual aids in teaching English*. Indian Streams. Research Journal, 2(9).
- Richards, J. (2009). *Teaching Listening and Speaking: From theory to Practice*.
- Richards, J. (2013). *Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design*. RELC Journal, 44(1), 5-33.
- Richards, J. & Schmidt, R. (2010). *Dictionary of Language Teaching and Applied Linguistics*. Ed. 4th. Great Britain: Longman.
- Rosová, V. (2007). *The Use of Music in Teaching English*. University Masaryk.
- Segura, R. (2012). *The importance of teaching listening and speaking skills*.
- Shen, C. (2009). *Using English Songs: an Enjoyable and Effective Approach to ELT*. English Language teaching. 2 (1).
- Shin, J. (2006). *Ten Helpful Ideas for Teaching English to Young Learners*. P 2-7, 13.

- Sinchi, J. & Sinchi, T. (2011). *Importance of using Flashcards to learn Basic English Vocabulary in Kindergarten*. Universidad de Cuenca.
- Sowell, J. (2017). *Good Instruction-Giving in the Second-Language Classroom*.
- Tashakkori, A. & Teddlie, C. (2003). *Data collection strategies in mixed methods research*. En Handbook of Mixed Methods in Social and Behavioral Research. (p. 312). United States of America: Sage Publications.
- Thanajaro, M. (2000). *Using Authentic Materials to Develop Listening Comprehension in the English as a Second Language in the Classroom*. Blacksburg, Virginia : UMI company.
- Retrieve from <https://es.scribd.com/document/195412314/Authentic-Material-for-LC>
- Zahra, NAA. & Farrah, MA. (2016). *Using Short Stories in the EFL Classroom*. 24(1).

Appendices

Appendix A- Lesson plan (Birthday)

LESSON PLAN

Date of the class: Tuesday, March 28th, 2017		Class Number: 1	
AIM: At the end of the lesson the learners will be able to: recognize some objects (cake, camera, present, short, computer game, tie, chocolate) that they can find in a birthday party and to share their experiences related with their birthday.			
Estándares Básicos de Competencias (MEN):			
Estándar General: Comprendo cuentos cortos o lo que me dice mi profesor en clase.			
Estándares Específicos <ul style="list-style-type: none">• Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual.• Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones.• Busco oportunidades para usar lo que sé en inglés.• Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos.			
Indicadores de logro: <ul style="list-style-type: none">• Leo las palabras y las relaciono con imágenes para poderlas responder.• Escribo e identifico palabras y frases cortas en un cuento sobre una fiesta.• Busco oportunidades para hablar de lo que aprendí en clase.• Expreso mis dudas y solicito ayuda sobre algo que no comprendí.			
Assumed Knowledge: Learners know some vocabulary related to birthday celebrations in L1 (cake, camera, present)			
Materials: Laptop, Video beam, a camera, a tie, a chocolate, a short, a computer game, a present, a cake, worksheets, a calendar.			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS

<p>Warming up</p> <p><i>Hello teacher song</i> 9:00-9:03</p>	<p>Teacher will sing the song “Hello teacher” in order to motivate students to follow her.</p>	<p>-To control discipline, teacher will use commands.</p>	
<p>Pre-listening Stage</p> <p><i>Introducing the topic</i> 9:03-9:11</p>	<p>To introduce the topic, teacher will use realia, some objects such as a camera, a tie, a chocolate, a short, a computer game, a present, a cake, are used. After that, the teacher will ask “<i>Do you know what is that?</i>” pointing to each object to remember them. Finally, students will be asked “<i>In what celebrations do you see those objects? What do you like about the parties? When is your birthday?</i>”</p>	<p>-Students might not understand what to do. Teacher will model the activities as many times as necessary.</p> <p>-The video beam does not work. Teacher will use flashcards.</p>	
<p>While-listening Stage</p> <p><i>Telling the story</i> 9:11-9:21</p>	<p>Before telling the story, the teacher will ask students: What is it? What do you think is this story about? in order to elicit information. Then, the teacher will tell a story called “<i>Monster shopping trip</i>” which will be supported with images. The story will be told twice. Teacher will deliver a tick exercise in which students should select the correct object that Henry the monster received in his birthday while listening to the story again.</p>		
<p>Post-listening Stage</p> <p><i>Matching and tick</i></p>	<p>Then, the teacher will hand out a matching exercise in which students should join the word</p>		

<i>worksheet</i> 9:21-9:31	with its correct picture. This is based on the vocabulary mentioned in the story.		
<i>Verifying answers</i> 9:31-9:36	Teacher will ask students if they completed the worksheets, and will tell again the story to verify the answers.		
<i>Making a calendar birthday</i> 9:36-9:46	Learners will be asked to complete a calendar together to include their birthdays. (Teacher will give students a paper in which they have to write their names follow by their birthdays day)		
Reflection Part <i>Activating Ss critical thinking skills and self-awareness</i> 9:46-9:56	To foster the critical thinking of students, they will be asked to answer the following questions based on the lesson. 1. ¿Te gustó la historia? Si ó no ¿Por qué? 2. ¿Encontraste el vocabulario de la historia muy difícil o fácil? 3. ¿Fue fácil para ti seguir la historia? Si o no ¿Por qué?		
Students' tasks 9:56-10:00	Teacher will collect students' worksheets.		
EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER: Students will be asked to practice the vocabulary studied in class			
REFLECTION SESSION:			

-What went well?

During this first lesson different issues went well; for example, in the pre-listening stage, students were motivated when explaining the main topic by using realia. In the while-listening stage, the use of visual aids was effective since it helped learners to comprehend better what was the story about. In the activate stage, students demonstrated knowledge of the main topic since they completed each of the proposed activities.

-How do you know that?

When I was explaining the topic by using realia, it could evidence that students were engaged with each object that I showed them; a cake, a camera, a box of chocolate, a tie and so on. When I asked them some questions, they participated by answering them correctly. On the other hand, the use of visual aids helped to the majority of the students to have a general comprehension of the story thanks to the sequence of colorful and big images that represented the story. At last, in the post-listening stage, it could be analyzed that most of the students completed the exercise by showing understanding of the topic.

-What did not go that well?

One of the most evident problems presented during this lesson was giving instructions and the overuse of the L1. In the last part of the class, when I explained students what they had to do with the listening activity, some of them got confused and started to make disorder by asking what was the task about. For this reason, it was necessary to repeat the instructions again by using the L1, and to give an example to make students understand the activity. Despite the different examples I gave students about the listening exercise to be completed, I could notice that the tick-words activity was very difficult for them due to their actual English level. As a consequence, some of them did not complete the activity as it was expected.

-What would you do different next time?

Next time, I will take into account more the students' English level to bring them the appropriated activities considering their needs, interests, knowledge and weaknesses. Also, I will provide more examples and to check for understanding when giving instructions to complete any kind of activity. Last but not least, I will look for some techniques that best work with this group that help me to integrate all the students during each activity.

Appendix B- Observation format 1

Pre-service teacher: Camila Sofia Alvear Rivas	
School: Institución Educativa La Palmilla (sede Buenos Aires)	
Observers: Lizeth Sofia Bertel Hernández Valentina Guzman Espinosa	
Time of class: Tuesday (9:00am-10:00am) Thursday (9:00am-10:00am)	
Date: March 28th, 2017	
Topic: Birthday celebration	
Grade: 4th and 5th	
Aim: At the end of the lesson the learners will be able to: recognize some objects (cake, camera, present, short, computer game, tie, chocolate) that they can find in a birthday party and to share their experiences related with their birthday.	
Teaching materials: Laptop, Video beam, a camera, a tie, a chocolate, a short, a computer game, a present, a cake, worksheets, a calendar.	
-Circle or underline each item in the column that most clearly represents your evaluation: 4 excellent, 3 above average, 2 average, 1 unsatisfactory, N/A not applicable. In addition of checking a column, you may write your comments in the space provided.	
1. The lesson was smooth, sequenced and logical.	N/A <u>4</u> 3 2 1
2. The lesson was well paced.	N/A <u>4</u> 3 2 1
3. Directions were clear and concise and students were able to carry them out.	N/A 4 <u>3</u> 2 1
4. The teacher answered questions carefully and satisfactorily.	N/A <u>4</u> 3 2 1
5. The teacher knew when the students were having trouble Understanding.	N/A 4 <u>3</u> 2 1
6. Examples and illustrations were used effectively.	N/A <u>4</u> 3 2 1
7. The students were attentive and involved.	N/A <u>4</u> 3 2 1
8. The teacher uses good time management	N/A 4 <u>3</u> 2 1
9. The teacher used visual material such as realia, flashcards and pictures as supportive material to teach listening.	N/A <u>4</u> 3 2 1
10. The learning aim was achieved at the end of the Lesson.	N/A <u>4</u> 3 2 1
11. The pre, while and post listening stages were followed.	N/A <u>4</u> 3 2 1
12. Students were motivated to participate in class.	N/A <u>4</u> 3 2 1

Appendix C –Photos

Appendix D – Worksheets

Student A.

100/ Alexandra Gutierrez Salazar / David Santos Ruiz

1. A camera

2. A tie

3. A cake

4. A computer game

5. A chocolate

6. A present

7. A short

1. Listen and tick!

Listen to the story and tick the presents the monsters buy for Henry.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student B.

90/

1. A camera

2. A tie

3. A cake

4. A computer game

5. A chocolate

6. A present

7. A short

1. Listen and tick!

Listen to the story and tick the presents the monsters buy for Henry.

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Appendix E - Teaching material

Appendix F - Consent letters

50

Pereira, Marzo 21 del 2017

Querido padres,

Cordial saludo

Nosotras, Sofia Bertel, Camila Alvear y Valentina Guzman, estudiantes del programa Licenciatura en Bilingüismo de la Universidad Tecnológica de Pereira a través de la presente les queremos informar del proyecto que se llevará a cabo en la Institución educativa la palmilla, específicamente en la sede Buenos Aires, cuyo objetivo es enseñar inglés a través de canciones y cuentos ilustrados en el grado cuarto y quinto. Este proyecto incluirá la recolección de datos a través de fotos, observaciones, vídeos y tareas con propósitos académicos; por lo tanto, los estudiantes serán grabados y fotografiados cada sesión al igual que se tomarán los nombres de ellos. De esta manera, se necesitaría de su consentimiento para realizar dicho proyecto involucrando la participación de su hijo(a).

Atentamente,

Sofia Bertel

Camila Alvear

Valentina Guzman

Lizeth Sofia Bertel H.

Camila Sofia Alvear Rivas

Valentina Guzman

Yo Angela Maria Castañeda identificado con número de cédula 24'853.563 de palestina autorizo la participación del (la) estudiante mateo Lonzales Castañeda identificado (a) con TI número 1060506189 en la participación del proyecto de grado "Didactic material development focused on the listening skill in a public and rural school".

Appendix G –Surveys before the implementation**Teacher's questionnaire.****TEACHER QUESTIONNAIRE**

1) ¿Qué historias les ha contado a los niños y cuáles son las que más les gusta?

Les he contado, cuentos, leyendas y mitos.
les gusta los cuentos con finales felices.

2) ¿Qué tipo de canciones les gusta escuchar a los niños?

Canciones que incluya movimientos corporales.

3) ¿Ha implementado actividades en las que los niños escuchen canciones o cuentos en inglés en clase? Si la respuesta es positiva ¿Qué tal ha resultado la experiencia?

No, durante este año escolar no lo he hecho.

Students' questionnaire.

Nombre: María López Luna **STUDENTS' QUESTIONNAIRE**

1. ¿Qué tipo de historias te gusta escuchar?
- ☒ a. Terror
 - b. Fantásticas: cuentos sobre seres mágicos y fantasías
 - c. De aventuras
 - d. Mitos: cuentos que son considerados verdaderos
 - e. Comedia
 - f. Poesía
 - g. Otro?Cuál: _____

2) Cuáles son sus tres cuentos preferidos?

Caperucita Roja
Los tres cerditos
Romulo

3) En qué lugares acostumbras a leer?

- ☒ a. En tu casa
- b. En la biblioteca
- c. En el parque
- d. En una cafetería

4) ¿Qué tipo de música te gusta escuchar?

- a. Infantil
- b. Rock
- c. Pop
- Otro?Cuál: Regueton, Electronica

5) Utilizas música para aprender? Si _____ No No

Si tu respuesta es sí, especifica que canciones _____